

A STUDY OF THE CAUSES OF FAILURES IN GRADES NINE
TO TWELVE IN FIVE HIGH SCHOOLS OF
KENTUCKY FOR THE SCHOOL YEARS
1936-1940

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by
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The thesis of Leura Bigham Frazier,
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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERM USED

As seen through the eyes of modern educators, the primary function and responsibility of the school is the development of the child's personality.¹ To be able to live in this complex civilization and to cope with its many problems the child needs to be above all emotionally stable. Educators have learned that a child's mental health is as important a factor in achievement as is his physical health.² The schools are judged in terms of their effect on the mental health of the child.³ If education is producing children who have well-rounded, integrated personalities, then the school is considered worthwhile. If, on the other hand, there are practices within the school which do not develop the right type of personality, that school is failing in its responsibility.

The average parent and school take failure for granted, as a necessary incident to education. It is a common practice which inhibits the development of desirable personality

¹Bruce B. Robinson, "Failure Is Too Costly For the School Child," Parents Magazine, 11: 22-23, January, 1936.

²Carlton Washburne, A Living Philosophy of Education (New York: The John Day Company, 1940), p. 57.

³Robinson, loc. cit.

traits and is found in a large number of schools. Some of the desirable traits are self-respect, self-confidence, a feeling of security, social ability, and self-control.

Studies have been made which show that failure has an undesirable effect on the development of these traits. The child who fails continuously develops an inferiority complex. He is labeled "dumb" at home and at school. He loses confidence in himself because no one else has any in him and he receives nothing but criticism for everything he does. He lives in an atmosphere of defeat. This lack of self-confidence interferes with his social life. Constant teasing on the part of his playmates and criticism from teachers and parents cause the child to be on the defensive. He develops an antagonistic and sullen attitude. He compensates by doing something unusual and spectacular.

Having to repeat a course does not cause the child to learn any more about it.⁴ But the child does lose interest in the subject because of repetition. Interest is replaced by resentment toward the school. This may show itself in various types of aggressive or digressive behavior. The child's habits of work are affected because he works without interest and a pride of accomplishment.

⁴E. H. Hanson, "Failures in School," American School Board Journal, 96: 18, April 1938.

Failure causes the child's feeling of security to be undermined both at school and at home. He soon feels he just doesn't "belong." He is disgraced because he has disgraced the family by failing in school. His parents criticize him and, unfortunately, compare him with his more intelligent brothers and sisters. His brothers and sisters tease him and thus a family problem arises which is difficult to solve.

Maladjustments during school life in many cases follow into adult life unless properly corrected. Therefore, this practice of failures is an important matter to consider.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to find the causes of the failures of pupils; (2) to compile these causes in such a manner that careful analysis might be made and that certain generalizations be reached which would be of value to teachers and supervisors in making a diagnosis for corrective and remedial work and for guidance in teaching future classes in these subjects in which the pupils failed; (3) to offer suggestive remedial measures for similar cases of failures.

II. DEFINITIONS OF TERMS USED

Failures. The term failures in this study means

those pupils who for one or more reasons did not meet the requirements for passing as set up by the teachers.

III. LIMITATION OF STUDY

The study was made in grades nine to twelve, inclusive, in five Negro high schools in Kentucky; namely, Providence, Henderson, Hopkinsville, Madisonville, and Earlington. Three hundred and seven pupils, two hundred and eighty-eight parents, and thirty-five teachers were included in the study. There were fewer parents than children included because several children from the same family were included in the study.

IV. METHOD OF MAKING THE STUDY

Securing the data. The questionnaire method was used. Before the questionnaires were given out, the writer personally secured from the records of the schools studied the following information: (a) the names of all pupils in grades nine to twelve, inclusive, who had failed in one or more subjects during the scholastic years 1936-1940; (b) list of the subjects in which these pupils had failed; (c) the semester and year in which each failure was made; and (d) the health records of these pupils who had failed.

A Pressey Senior Classification Test was given to

each pupil in all the high schools regardless of whether or not he had failed.

Three questionnaires were used; namely, one for the pupils who had failed, one for teachers under whom these pupils had failed, and one for the parents of these pupils who had failed. A complete copy of each questionnaire may be found in the appendix of this study.

CHAPTER II

REVIEW OF RELATED STUDIES

Many studies have been made concerning the causes of failures in school. Teachers have been asked to explain why they fail pupils, and pupils have been asked to tell why they feel they have failed. Because of these many studies from different viewpoints, many and various reasons have been given for failures in school.

Lafferty¹ gives a review of some of these studies, and some of the facts found in this review will be stated here. He states that Edmondson lists thirty explanations of failures taken from reports of principals in Michigan schools; Edwards blames the pupil-failure problem on a lack of interest on the part of the pupil because of teaching; McGinnis echoes this challenge to teacher efficiency; while McElroy, after a study of the records of four large high schools, concludes that the variability in marking pupils constitutes the prime factor in school failure. In contrast, Terman attributes the cause for failure to mental inability. Coxé presents a

¹H. M. Lafferty, "Study of Reasons for Pupil Failure in School," Educational Administration and Supervision, 24: 360-7, May, 1938.

different viewpoint in giving the cause as being the indifferent attitude of the parents of the children.

Johnson,² in a study of the causes of failures in St. Louis high schools, found the following facts:

(a) Failure varied between schools from 5 per cent in one school to 10 per cent in another. The school having 10 per cent failure had a higher average intelligence rating than the school having 5 per cent failure.

(b) A larger per cent of the ninth grade failed in the high schools than in the ninth grade centers. (Note: The centers are similar to junior high schools).

(c) Mathematics had the largest percentage of failures.

(d) Home economics and music had the lowest percentage.

(e) Some classes having a large percentage of failure and a low median grade by the teacher made high scores on the standardized tests.

(f) On the average the children who failed had a

²George R. Johnson, "Failures of High School Students in St. Louis," American School Board Journal, 91: 44, November, 1935.

normal intelligence rating and 21 per cent had an I. Q. of 110 or higher.

(g) Sixty-three per cent, a considerable majority of the failures, were boys.

(h) Boys received lower marks than the girls, but made higher scores on the achievement tests than the girls.

Smith,³ in a study in seven junior high schools in Chattanooga, Tennessee, for the school year 1932-1933, using English and mathematics in the ninth grade, found that failures were due to the failure on the part of the school system to provide courses in English and mathematics adapted to the needs and capacities of pupils of low mentality and to the failure on the part of the teachers to reach basal agreements concerning requirements for promotion. He also stated that the responsibility for failures in school was due in part to the fact that the school system did not formulate definite procedures to be followed in carrying out various phases of work but instead left such procedures largely to the ideas or "whims" of individual teachers.

Douglass and Campbell⁴ made a study of thirty-seven

³Ellison Matthew Smith, "A Study of Failures in the Chattanooga Junior High Schools," George Peabody College for Teachers, Nashville, Tennessee, 1934.

⁴Harl R. Douglass and Ina Campbell, "Factors Related to Failure in a Minneapolis Junior High School," Elementary School Journal, 37: 186-189, November, 1936.

pupils in Minneapolis junior high school who were failing, in two or more academic subjects. The investigation brought out interesting facts concerning the relation between certain factors and failures and particularly between failure and the socio-economic status of the home. Important facts revealed were:

(a) There was no significant difference in the intelligence of the failing group and the non-failing group.

(b) Median intelligence quotient of girls was lower than that of boys. This finding helps to give more support for the fact that girls make more of their ability than boys.

(c) Failing pupils are retarded one year.

(d) Failing pupils are absent more than normal pupils.

(e) Failing pupils come largely from homes of inferior economic status in which there is little evidence of cultural interests or opportunities.

(f) Their fathers are skilled laborers.

(g) Their parents have had less schooling than the average.

(h) There are more failing boys than girls. Twenty-three, or 60 per cent, of the failures were boys; fourteen, or 38 per cent, were girls.

Under the direction of Charles E. Greene, the Department of Research of the Denver Public Schools made a study of chronic failures in the high school during the scholastic year 1929-1930.⁵ The purpose of the study was to discover the failures and to recommend procedures to remedy them. All pupils in Grades 10A to 12A, inclusive, who failed in two or more subjects the first six weeks of the school year in which the study was made and who failed in two or more subjects the second semester of the preceding year were included in the study. After extensive investigation, which included giving intelligence tests of all failing pupils and collecting the cumulative records of pupils in junior and senior high schools, the types of failures were classified. The classifications into types were:

- (a) Intelligence below average.
- (b) Physically handicapped or low in vitality.
- (c) Outside distractions, which included outside or extra-curriculum interests, social life, and outside work.
- (d) Social and emotional maladjustment.

⁵Charles E. Greene, "A Study of Chronic Failures in the High Schools of Denver," School Review, 39: pp. 161-165, March, 1931.

(e) Home problems, which included unfavorable attitude or lack of interest in the home and homes in which the pupils did not receive the correct supervision necessary to build up correct study habits. Also in this group were found homes in which the parents could not control their children.

(f) Subject failures. Subject difficulties were noticeable chiefly in reading.

(g) Absence. Remedial procedures were suggested for the correction of each type of failure.

Data were obtained from the cumulative records of 6,047 failing students in fifteen senior high schools in fifteen Texas cities for the scholastic year 1934-1935.⁶ In explaining why pupils do not pass, high-school teachers gave "lack of effort" and "mental slowness" first and second place, respectively, as the causes. Thirty-two per cent of the boys failed because of "lack of effort" and 22 per cent of the girls for the same reason. "Irregular attendance" ranked third as a reason for failure, and "poor preparation" ranked fourth.

Ninety-nine boys who failed and seventy-four boys who did not fail were compared in a study made by Clements

⁶H.M. Lafferty, "High School Failure in Texas: Its Causes," American School Board Journal, 94: 24, June, 1937.

and Goodrich.⁷ The investigation revealed the facts that those who failed did less homework than those who did not fail, and that those who failed averaged one year older than those who did not. Three high-ranking reasons for failures given by boys who failed were lack of study, subjects too difficult, and lack of interest.

⁷S. L. Clements and T. V. Goodrich, "A Comparison of a Group of High School "Failures" With a Group of Successful Students," School and Society, 18: 715-720, December, 1923.

CHAPTER III

TREATMENT OF DATA

All the discussion in this chapter, except that regarding the classification test, pertains only to the 181 failing pupils in the five high schools studied.

Subject failures. Table I shows the number of subject failures according to sex for both the first and the second semesters of the different school years. Since all the pupils did not carry the same subjects, the writer included Table II, which shows the percentages of subject failures made by the failing pupils for both semesters of the different school years. Mathematics, as a group, ranked first, with a total percentage of 29.1, and English, as a group, ranked second, with a total percentage of 20.7. Social studies ranked third, with a total percentage of 15.5; foreign languages, fourth, with a total percentage of 14.1. English, mathematics, and social studies were required subjects in all of the five high schools studied. Latin was offered in four of the five high schools and was an elective in each school. French was offered in only two of the five high schools and was also an elective in both schools. Johnson,¹ in a study of failures

¹George R. Johnson, "Failures of High School Students in St. Louis," American School Board Journal, 91: 44, November, 1935.

TABLE I

SUBJECT FAILURES MADE BY
BOTH SEXES DURING THE YEARS
1936-1940

Subjects	1936-1937				1937-1938				1938-1939				1939-1940			
	First		Second		First		Second		First		Second		First		Total	
	B*	G	B	G	B	G	B	G	B	G	B	G	B	G		
English I	12	6	10	9	11	9	3	6	14	7	13	14	26	18	158	
English II	3	1	1		12	4	8		3	3	4	3	17	7	66	
English III						1		1	5	3	1	1	3	2	17	
English IV	1		1								1	2	1	1	7	
Algebra I	11	9	10	9	7	8	5	6	6	10	14	19	16	28	158	
Algebra II	2	1	2	2	5	2	3	1	11	12	12	4	11	11	79	
Geometry	1		1			1	4	3	5	11	3	10	7	8	54	
Chemistry	1		1						4	3	3	1		2	15	
Biology					1	2	3	2	3	3	1	2	8	11	36	
General																
science	3	2	1	1		5	2	2	3	5	7	4	9	15	59	
Civics	4	3	4	1	7	5	5	4	9	9	11	8	26	24	120	
American																
history	1										1	1	3		6	
European																
history	2	1	1	1	1	5	2	2	4	1	6	3	19	5	53	
Latin	12	9	6	3	10	9	3	1	24	18	6	6	33	11	151	

*B--Boys; G--Girls

TABLE I (continued)

SUBJECT FAILURES MADE BY
BOTH SEXES DURING THE YEARS
1936-1940

Subjects	1936-1937				1937-1938				1938-1939				1939-1940		
	First		Second		First		Second		First		Second		First		Total
	B*	G	B	G	B	G	B	G	B	G	B	G	B	G	
French					2	2	1		3	4	1	2		2	17
Agriculture									2				1		3
Industrial arts	1		7		8		4		8		4		10		42
Home economics		5		7		9		7		8		22		27	85
Economics									1	1			1	3	6
Library science					1				3	1	1				6
Arithmetic measurements			1		3	2		3							9
Typing					1		2		1			1		1	6
Shorthand					1		1		2		2	4	6	4	20
Secretarial practice												1			1
Music													4	4	8
Totals	54	37	46	33	70	64	46	38	111	99	91	108	201	184	1182

*B--Boys; G--Girls

TABLE II

PERCENTAGES OF SUBJECT FAILURES
MADE BY FAILING PUPILS DURING THE YEARS
1936-1940

Subjects	1936 - 1937				1937 - 1938				1938 - 1939				1939 - 1940		Total
	First		Second		First		Second		First		Second		First		
	B*	G	B	G	B	G	B	G	B	G	B	G	B	G	
English I	1.02	.5	.8	.7	.9	.7	.2	.5	1.1	.5	1.02	1.1	2.2	1.5	13.3
English II	.2	.08	.08		1.02	.3	.6		.2	.2	.3	.2	1.4	.5	5.5
English III						.08		.08	.4	.2	.08	.08	.2	.1	1.4
English IV	.08		.08								.08	.1	.08	.08	.5
Algebra I	.9	.7	.8	.7	.5	.6	.4	.5	.5	.8	1.1	1.6	1.3	2.3	13.3
Algebra II	.1	.08	.1	.1	.4	.1	.2	.08	.9	1.02	1.02	.3	.9	.9	6.6
Geometry	.08		.08			.08	.3	.2	.4	.9	.2	.8	.5	.6	4.5
Chemistry	.08		.08						.3	.2	.2	.08		.1	1.2
Biology					.08	.1	.2	.1	.2	.2	.08	.1	.6	.9	3
General science	.2	.1	.08	.08		.4	.1	.1	.2	.4	.5	.4	.7	1.2	4.9
Civics	.3	.2	.3	.08	.5	.4	.4	.3	.7	.7	.9	.6	2.1	2	10.1
American history	.08										.08	.08	.2		.5
European history	.1	.08	.08	.08	.08	.4	.1	.1	.3	.08	.5	.2	1.6	.4	4.4

*B--Boys; G--Girls

TABLE II (continued)

PERCENTAGES OF SUBJECT FAILURES
MADE BY FAILING PUPILS DURING THE YEARS
1936-1940

Subjects	1936 - 1937				1937 - 1938				1938 - 1939				1939 - 1940		
	First		Second		First		Second		First		Second		First	Total	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
Latin	1.02	.7	.5	.2	.8	.7	.2	.08	2	1.5	.5	.5	2.7	.9	12.7
French					.1	.1	.08		.2	.3	.08	.1		.1	1.4
Agriculture									.1				.08		.2
Industrial arts	.08		.5		.6		.4		.6		.4		.8		3.5
Home economics		.4		.5		.7		.5		.6		1.8	2.2		7.1
Economics									.08	.08			.08	.2	.5
Library science					.08				.2	.08	.08				.5
Arithmetic measurements			.08		.2	.1		.2							.7
Typing					.08		.1		.08		.08		.08	.08	.5
Shorthand					.08		.08		.1		.1	.3	.5	.3	1.6
Secretarial practice												.08			.08
Music													.3	.3	.6
Totals	4.5	3.2	3.8	2.7	5.9	5.4	3.8	3.2	9.3	8.3	7.6	9.1	17	15.5	100

*B--Boys; G--Girls

in St. Louis, found that mathematics had the largest percentage of failures.

Failures in the vocational subjects were fewer than those in the academic ones. This may probably be due to the fact that all the schools did not offer all of the vocational subjects whereas all offered and required the academic ones.

Failures by sex. In six of the seven semesters the boys had a larger percentage of failures than the girls. This finding corresponded with that of other studies; namely, Johnson's² in St. Louis; Douglass and Campbell's³ in Minneapolis, and Lafferty's⁴ in Texas. The boys had a larger percentage of failures than the girls in English, and the girls had a larger percentage of failures than the boys in mathematics.

Semester and year. The first semester of 1939-1940 had the largest percentage of failures.

Table III reveals the results of the Pressey Senior Classification Test which was given to all pupils in the high schools studied. The ninth grade was the only one in which the non-failure group was statistically superior to the

²Ibid., p. 44.

³Harl R. Douglass and Ina Campbell, "Factors Related to Failure in a Minneapolis Junior High School," Elementary School Journal, 37: 186-189, November, 1936.

⁴H. M. Lafferty, "High School Failure in Texas: Its Causes," American School Board Journal, 94: 24, June, 1937.

TABLE III
RESULTS OF PRESSEY
SENIOR CLASSIFICATION TEST

FAILURE GROUP		NON-FAILURE GROUP	
Ninth Grade:			
Mean.....	17.814	Mean.....	22.041
Standard error of the mean..	.77	Standard error of the mean.....	.83
Standard error of the difference...	1.11		
Critical ratio.....	3.8		
Tenth Grade:			
Mean.....	23	Mean.....	24.03
Standard error of the mean..	.154	Standard error of the mean.....	1.13
Standard error of the difference...	1.12		
Critical ratio.....	.9		
Eleventh Grade:			
Mean.....	22.65	Mean.....	27.21
Standard error of the mean..	1.36	Standard error of the mean.....	1.54
Standard error of the difference..	2		
Critical ratio.....	2.28		
Twelfth Grade:			
Mean.....	26.49	Mean.....	35.52
Standard error of the mean..	1.9	Standard error of the mean.....	3.6
Standard error of the difference..	4		
Critical ratio.....	2.26		

failing group. In the tenth grade the chances were eighty-two out of one hundred that the non-failures would be superior to the failures. In the eleventh grade the chances were 98.9 out of one hundred that the non-failures would be superior to the failures. In the twelfth grade the chances were 98.7 out of one hundred that the non-failures would be superior to the failures. While in only one of the four grades were the non-failures statistically superior, the chances for their being superior in the eleventh and twelfth grades were good. The non-failure group did better on the tests than the failure group.

Regarding the proper classification of these pupils, the writer found that the non-failure group was no better classified than the failure group. Three pupils in the failure group were properly classified and eleven pupils in the non-failure group were properly classified.

Reasons for failures. Both teachers and pupils were asked to give one or more reasons for failures. Their answers are given in Tables IV and V respectively.

Twenty-two of the twenty-nine teachers answering gave "reading difficulties" as the predominant reason for failure. "Poor attendance," "poor home conditions," and "unable to follow directions" each were mentioned by twenty-one teachers. "Lack of ambition" was mentioned by seventeen teachers and "lack of effort" and "slow to learn" by fifteen teachers.

TABLE IV
CAUSES OF FAILURES
GIVEN BY TEACHERS

Answers	Number	Rank
Reading difficulties	22	1
Poor attendance	21	3
Poor home conditions	21	3
Unable to follow directions	21	3
Lack of ambition	17	5
Lack of effort	15	6.5
Slow to learn	15	6.5
Defective vision	14	8
Lack of application	12	9
Poor concentration	11	10
Lack of interest	9	11
Defective speech	8	12
Poor memory	7	14
English poor	7	14
Carelessness	7	14
Inattentive	6	17
Low mentality	6	17
Poor social adjustment	6	17
Poor health	5	20.5
Illness	5	20.5
Slow physical development	5	20.5
Mechanical minded	5	20.5
Poor attitude	4	23
Enunciation poor	2	25.5
Underweight	2	25.5
Mischievousness	2	25.5
Timidity	2	25.5
Brothers and sisters slow	1	28.5
Subject too difficult	1	28.5

Adams⁵ carried out an investigation in his school in which he asked forty-one teachers to give information and justification for giving the various percentages of failures in their classes for the first semester, 1929-1930. Seventeen of these teachers mentioned "work too difficult." In this present study it will be noticed that only one teacher gave that as a reason for failure. In Adam's investigation "absence from school" was mentioned thirty-six times by twenty-one teachers. Comparing this study with Adam's, "poor attendance" was mentioned by twenty-one teachers.

Table V reveals the reasons given by the pupils. Eighty-three pupils gave "did not spend enough time on subject" as reason for failure in school. In a comparative study by Clements and Goodrich,⁶ "lack of study" was given as the predominant reason for failure. Fifty-four pupils stated that they did not concentrate enough; forty-eight gave "did not get my lessons" as a reason for failure. "Wasted my time" and "was not interested in the subject" both ranked fourth among reasons given by the pupils.

Comparing the reasons given by the teachers and those

⁵W. L. Adams, "Why Teachers Say They Fail Pupils", Educational Administration and Supervision, 18:594-600, November 1932.

⁶S. L. Clements and T. V. Goodrich, "A Comparison of a Group of High School "Failures" With a Group of Successful Students," School and Society, 18: 715-720, December 1923.

TABLE V
CAUSES OF FAILURES
GIVEN BY PUPILS WHO FAILED

Answers	Number	Rank
Did not spend enough time on subject	83	1
Did not concentrate enough	54	2
Did not get my lessons	48	3
Wasted my time	38	4.5
Was not interested in the subject	38	4.5
Did not understand assignments	35	6
Played or read too much	25	7
Laziness	22	8.5
Subject too difficult	22	8.5
Did not have enough background	16	10
Irregular attendance	6	11
Subject too advanced	3	13
Lessons not explained well	3	13
Did not have any textbooks	3	13
Too much outside work	2	15.5
Did not have enough time to study	2	15.5
Too much responsibility	1	19
Not enough help	1	19
Moved to another city	1	19
Defective vision	1	19
Spent too much time playing basketball	1	19
Unanswered	17	

given by the pupils, the writer found many interesting differences. "Subject too difficult" was mentioned by twenty-two pupils but only one teacher mentioned it as a reason. Only one pupil gave "defective vision" as a reason for failure, while fourteen teachers mentioned it as a reason. Other contrasts were: "poor concentration", teachers tenth place, pupils second place; "lack of interest", teachers eleventh place, pupils fourth place; "poor attendance", teachers third place, pupils eleventh.

Time spent preparing lessons. The pupils gave "did not spend enough time on subject", "did not concentrate enough", and "did not get my lessons", as the three predominant causes for failing. The data revealed in Tables VI, VII, VIII, and IX correlate closely with the reasons they gave.

Table VI shows how much time the pupils spent at home preparing their lessons. Time spent at home was from none to six hours. Forty-six pupils spent two hours at home preparing their lessons and forty-five spent one hour preparing their lessons. Twenty-six pupils did not answer this item. The remaining pupils spent time which ranged from none to six hours. However, only two pupils spent six hours, whereas six pupils spent no time at all.

Table VII includes data concerning those who were NYA pupils. Twenty-seven of the 181 pupils were NYA pupils. Their hours ranged from one hour a day to five hours a day.

TABLE VI

AMOUNT OF TIME SPENT PREPARING
THEIR LESSONS AT HOME BY PUPILS WHO FAILED

Amount of time spent	Number	Per cent
Not any	6	3.3
Five minutes	1	.6
One-half hour	10	5.5
Three-quarters of an hour	1	.6
One hour	45	24.8
One and one-half hour	12	6.6
Two hours	46	25.4
Two and one-half hours	7	3.9
Three hours	12	6.6
Three and one-half hours	2	1.1
Four hours	5	2.7
Five hours	1	.6
Six hours	2	1.1
Most of it	2	1.1
Not much	1	.6
Much as possible	2	1.1
Unanswered	26	14.4
Totals	181	100.0
Median	2 hours	

TABLE VII
NUMBER OF NYA PUPILS WHO FAILED
AND
THE NUMBER OF HOURS A DAY THEY WORKED

Number of pupils		Number of hours
Three		2½
One		4
One		5
Two		2
Four		1½
Eleven		1
Five		Unanswered
Total	27	

TABLE VIII
NUMBER OF FAILING PUPILS
WHO DID OUTSIDE WORK

Answers	Number	Per cent
Yes	57	31.5
No	109	60.2
Not stated	15	8.3
Totals	181	100.00

Table VIII shows the percentage of pupils doing outside work, and Table IX shows how much outside work these pupils did. There were fifty-seven pupils who did outside work, the hours of which ranged from three hours a week to eighteen hours a week.

It may be of value to state here that of the eighty-four pupils working, seventy-three were either NYA pupils or pupils who did outside work. The remaining eleven pupils did both; i. e., worked outside of school and were NYA pupils. These eighty-four pupils represent approximately 46 per cent of the entire group in the study. Greene,⁷ in his study of chronic failures in Denver, listed "outside distractions" as one of the types of causes of failures.

Table X shows with whom these children lived. One hundred and four, or 57 per cent, lived with their parents; seventy, or 39 per cent, lived with either one parent or with some one else; and seven, or 4 per cent, did not state with whom they lived. Risen,⁸ in an investigation made in a large junior high school in Philadelphia, found that the lack of one or both parents had a decided effect on school progress

⁷Charles E. Greene, "A Study of Chronic Failures in the High Schools of Denver," School Review, 39: pp. 161-165, March, 1931.

⁸Maurice L. Risen, "Relation of Lack of One or Both Parents to School Progress," Elementary School Journal, 39: 528-531, March, 1939.

TABLE IX

NUMBER OF HOURS PER WEEK SPENT
BY FAILING PUPILS IN OUTSIDE WORK

Number of hours	Number of pupils	Per cent
3	13	22.8
6	10	17.5
12	9	15.8
4	8	14
4½	3	5.3
5	3	5.3
10	2	3.5
7	2	3.5
18	1	1.8
3½	1	1.8
Unanswered	5	8.7
Totals	57	100.00

of children. In his study of 1,625 children, 235 reported the absence of one or both parents. Of the 235 who lacked one or both parents, 62 per cent lacked fathers compared with 29 per cent who lacked mothers. Nine per cent lacked both parents. The present study agrees somewhat with that of Risen's in that thirty-two pupils lived with mother alone, as compared with seven who lived with father; nine children lived with mother and stepfather, as compared with one child living with father and stepmother.

Further findings in Risen's⁹ investigation were that the lack of one or both parents had some effect on the child's health, increased the chance of the child's being a problem case, increased the number of failures in school subjects, affected the child's intelligence quotient, increased the amount of over-ageness, and decreased the child's likelihood of being a leader in his community.

The education of the parents had some effect on the school progress of children. Douglass and Campbell,¹⁰ in a study made in a junior high school in Minneapolis, found that children who failed had parents who had less schooling than

⁹Ibid., pp. 528-531.

¹⁰Douglass and Campbell, loc. cit.

TABLE X
PERSONS WITH WHOM THE FAILING PUPILS LIVED

Answers	Number	Per cent
Parents	104	57
Mother	32	18
Mother and step-father	9	5
Father	7	4
Father and step-mother	1	1
Others	21	11
Did not state	7	4
Totals	181	100

the average. Of the thirty-seven children in the study, the fathers of four had gone to college and only one mother had gone to college. Nineteen of the fathers and mothers had gone to high school. Table XI shows the extent of the education of the 166 parents in the present study. The range of education was from the first grade to college graduates. Two fathers did not leave the first grade. Sixteen fathers and twenty-two mothers graduated from the eighth grade. Three fathers and four mothers were high school graduates. Five fathers and five mothers had attended college, one father going as far as the fourth year. One mother and one father were college graduates. The table reveals that the mothers of these pupils had a greater amount of schooling than the

TABLE XI
EXTENT OF PARENTAL EDUCATION

Fathers		Mothers	
Answers	Number	Answers	Number
First	2	First	0
Second	2	Second	2
Third	8	Third	1
Fourth	11	Fourth	1
Fifth	17	Fifth	11
Sixth	15	Sixth	15
Seventh	11	Seventh	22
Eighth	11	Eighth	32
Ninth	2	Ninth	5
Tenth	2	Tenth	8
Eleventh	2	Eleventh	3
Twelfth	1	Twelfth	1
Eighth-grade graduates	16	Eighth-grade graduates	22
High-school graduates	3	High-school graduates	4
One year college	2	One year college	1
Two years college	1	Two years college	1
Three years college	1	One and one-half year college	1
Four years college	1	Three years college	2
College graduate	1	College graduate	1
Unanswered	57	Unanswered	33
Totals	166		166

fathers.

The writer was interested to know whether or not any of the parents had ever failed while in school. Table XII reveals the results. One hundred and four mothers and seventy-six fathers had never failed. Five mothers and four fathers had failed, but they did not know how many times. Sixteen mothers and fourteen fathers had failed once. More fathers failed than mothers and failed a greater number of times.

TABLE XII
NUMBER OF TIMES
THE PARENTS HAD FAILED

Answers	Number of fathers	Number of mothers
Not any	76	104
One	14	16
Two	6	3
Three	1	1
Over three	2*	
Did not state number of times	4	5
Unanswered	63	37
Totals	166	166

*One father failed eight times and one failed four times.

Another factor which determines success and failure is the financial security of the parents.¹¹ In the

¹¹ Joseph Miller, "Causes of Failure and Success in School," Educational Method, 12:364-366, March, 1933.

Minneapolis study, among the thirty-seven fathers not one was a professional man nor one owner or chief executive in any but petty business concerns.¹² The large majority of the fathers would be classed as workers in the various skilled and semi-skilled trades. Table XIII presents a somewhat similar picture. Two fathers were ministers and one father was a teacher. All of the others were skilled or semi-skilled laborers. The majority of the mothers did housework either away from home or at home. Forty-four of the fathers were miners. This was not surprising, as the schools included in the study are located in the heart of the Western Kentucky coal belt.

Table XIV lists the occupations chosen by the boys and girls in this study. The pupils chose quite different occupations from those of their parents. Forty-four fathers were miners, but not one boy chose mining for his occupation. Fourteen fathers were farmers, but only eight boys desired to follow that vocation. The same was true with the girls. Twenty-seven girls desired to be nurses. This occupation was engaged in by only one mother. Only one mother was a beautician, but twenty-four girls desire to follow that vocation.

¹²Douglass and Campbell, loc. cit., pp. 186-189.

TABLE XIII

DISTRIBUTION ACCORDING TO OCCUPATIONS
OF PARENTS IN THE FIVE HIGH SCHOOLS STUDIED

Fathers	Number	Mothers	Number
I. Agriculture		I. Homemaking	
Farmer	14	Domestic	68
Orchard hand	1	Housewife	20
II. Mining		Cook	13
Miners	44	Restuarant	1
III. Learned		Laundress	4
Professions		Maid	1
Minister	2	Nurse	1
Teacher	1	Seamstress	5
IV. Homemaking		II. Commercial	
Chauffeur	1	Occupation	
Houseman	1	Storekeeper	1
Waiter	2	III. Miscellaneous	
Restuarant	1	Beautician	1
V. Skill labor		Factory	2
Mechanic	1	IV. Building Trades	
VI. Building Trades		Janitor	1
Janitor	2	V. Unemployed	6
Carpenter	1	VI. Unanswered	
Brick mason	1	Not stated	42
Lumber yard	1		
VII. Transportation			
Railroad worker	4		
Engineer	1		
Fireman	2		
VIII. Miscellaneous			
Factory	4		
W. P. A.	14		
IX. Unskilled labor			
Common laborer	11		
X. Unemployed	1		
XI. Unanswered			
Not stated	56		
Totals	166		166

TABLE XIV

DISTRIBUTION ACCORDING TO OCCUPATIONS
DESIRED BY FAILING PUPILS
IN THE FIVE HIGH SCHOOLS STUDIED

Girls	Number	Rank	Boys	Number	Rank
Nurse	27	1	Mechanic	17	1
Beautician	24	2	Farmer	8	2
Teacher	11	3	Physician	5	3
Seamstress	4	4	Musician	3	4
Stenographer	3	5	Coach	2	6.5
Housewife	2	6.5	Electrician	2	6.5
Musician	2	6.5	Aviator	2	6.5
Artist	1	9	Civil service	2	6.5
Dentist	1	9	Contractor	1	13.5
Physician	1	9	Actor	1	13.5
Not anything	3		Cabinet maker	1	13.5
Have not decided	2		Boxing	1	13.5
Unanswered	20		Barber	1	13.5
			Funeral		
			Director	1	13.5
			Artist	1	13.5
			Pharmacist	1	13.5
			Office boy	1	13.5
			Civil engineer	1	13.5
			Not anything	2	
			Have not		
			decided	3	
			Unanswered	24	
Totals	101			80	

Tables XV and XVI show what types of magazines the pupils and the parents read. Douglass and Campbell,¹³ in their investigation, found that thirty-one of the 37 children studied came from homes with no more than three magazines of any sort. Seventeen came from homes which had no magazines at all. The most common magazines found in the homes were Saturday Evening Post, True Stories, Ladies Home Journal, and Liberty. Table XV shows which magazines were read by the boys and girls included in this study. Considering totals, it was found that Life ranked first and Good Housekeeping second. According to sex, Life and Fun Comics ranked first with the boys; Good Housekeeping ranked first with the girls.

A survey was made by the Cooperative Study of Secondary School Standards covering 17,000 pupils in one hundred and ninety-eight schools, both public and private and located in every state in the United States, relative to the periodicals school pupils prefer.¹⁴ Two thirds of the children were juniors and one-sixth each were sophomores and seniors. One hundred and eight magazines were reported to be read fairly regularly by the entire group studied. Reader's

¹³Ibid., pp. 186-189.

¹⁴Walter Crosby Eels, "What Periodicals Do School Pupils Prefer?" Wilson's Bulletin, 12: 248, December, 1937.

TABLE XV

MAGAZINES REPORTED READ BY FAILING PUPILS
ACCORDING TO SEX

Magazines	Boys	Rank	Girls	Rank	Total	Rank
Life	13	1.5	18	2	31	1
Fun Comics	13	1.5	7	11.5	20	3
Liberty	9	3	8	8.5	17	5
Popular Mechanic	8	4			8	13.5
Look	7	5	12	4.5	19	4
Time	5	6	2	26.5	7	15.5
Colliers	4	7.5	3	19	7	15.5
Western	4	7.5	1	42	5	19.5
Saturday						
Evening Post	3	11.5	8	8.5	11	9
American	3	11.5	8	8.5	11	9
Cosmopolitan	3	11.5	5	13.5	8	13.5
Popular Science	3	11.5			3	27
Detective	3	11.5			3	27
Sport	3	11.5			3	27
Reader's Digest	2	18.5	9	6	11	9
Household	2	18.5	7	11.5	9	11.5
Click	2	18.5	4	16	6	17.5
Pic	2	18.5	2	26.5	4	22.5
Southern						
Agriculture	2	18.5	2	26.5	4	22.5
Literary Digest	2	18.5	2	26.5	4	22.5
Pathfinder	2	18.5			2	35.5
Adventure	2	18.5			2	35.5
True Story	1	36.5	8	8.5	9	11.5
Woman's Home						
Companion	1	36.5	5	13.5	6	17.5
Progressive						
Farmer	1	36.5	4	16	5	19.5
Movies	1	36.5	1	42	2	35.5
Farmer's Pride	1	36.5	1	42	2	35.5
My Boyhood	1	36.5			1	62
Country						
Gentlemen	1	36.5			1	62
Master						
Detective	1	36.5			1	62
Mystery	1	36.5			1	62
Jungle	1	36.5			1	62

TABLE XV (continued)

MAGAZINES REPORTED READ BY FAILING PUPILS
ACCORDING TO SEX

Magazines	Boys	Rank	Girls	Rank	Total	Rank
Jambo	1	36.5			1	62
Action	1	36.5			1	62
Spur	1	36.5			1	62
Bronco Bill	1	36.5			1	62
Outdoor Life	1	36.5			1	62
Hunting	1	36.5			1	62
Airplane						
Modeling	1	36.5			1	62
Novel	1	36.5			1	62
Boys' Handbook	1	36.5			1	62
News Week	1	36.5			1	62
Mercury	1	36.5			1	62
Forum	1	36.5			1	62
Farmer's						
Agriculture	1	36.5			1	62
Boys' Science	1	36.5			1	62
Successful						
Farming	1	36.5			1	62
Shadow	1	36.5			1	62
Spider	1	36.5			1	62
Doc Savage	1	36.5			1	62
Country Home	1	36.5			1	62
Good						
Housekeeping			27	1	27	2
Redbook			15	3	15	6
McCalls			12	4.5	12	7
Ladies Home						
Journal			4	16	4	22.5
Better Homes						
And Gardens			3	19	3	27
Home Life			2	26.5	2	35.5
Love Story			2	26.5	2	35.5
Farmer's Wife			2	26.5	2	35.5
Modern Romance			2	26.5	2	35.5
Farmer's Journal			2	26.5	2	35.5
Scholastic			2	26.5	2	35.5
Woman's World			2	26.5	2	35.5
Holland			2	26.5	2	35.5

TABLE XV (continued)

MAGAZINES REPORTED READ BY FAILING PUPILS
ACCORDING TO SEX

Magazines	Boys	Rank	Girls	Rank	Total	Rank
Child Life			2	26.5	2	35.5
Comfort			1	42	1	62
Negro			1	42	1	62
True Romance			1	42	1	62
Love and Romance			1	42	1	62
Southern Farmer			1	42	1	62
Mother's Home						
Life			1	42	1	62
Modern Screen			1	42	1	62
Love Stories			1	42	1	62
Augusta Maine			1	42	1	62
Current Digest			1	42	1	62
True Confessions			1	42	1	62
Pictorial Review			1	42	1	62
Youth			1	42	1	62
Atlantic Monthly			1	42	1	62
Screen Guide			1	42	1	62
Instructor			1	42	1	62
Not any	3		9		12	
Unanswered	18		12		30	

Digest was the most popular with both boys and girls.

Saturday Evening Post and Time ranked second and third with the boys; Good Housekeeping and American ranked second and third for girls. Life ranked fourth for both boys and girls.¹⁵

The present study did not agree with the survey made by the Cooperative Study of Secondary School Standards. Reader's Digest, which ranked first for both boys and girls in the survey, ranked ninth in the present study for boys and girls. Good Housekeeping ranked second for girls in the survey, but in the present study it ranked first for girls. Fun Comics, which ranked first for boys and 11.5 for girls in the present study was not mentioned in the survey. Time ranked sixth for boys in the present study and third for boys in the survey. Saturday Evening Post ranked 11.5 for boys in the present study, but ranked second for boys in the survey. The American ranked 8.5 for girls in the present study, but ranked third in the survey. Thus, the writer found much variation in the types of magazines read by the boys and girls in the present study and those read by boys and girls in the survey.

¹⁵An article appearing in School Review states that one would not speak of "reading" periodicals like Life, Look, Click, and Pic. Also it was stated that Reader's Digest tended to minimize reading and Life tended to eliminate reading altogether. ("Magazines Read By High School Pupils," School Review, 46: 247-49, April, 1938.)

Another study carried out by the Cooperative Group dealt with a survey to determine what magazines were valuable to high-school pupils and aided them educationally.¹⁶ Two hundred librarians took part in this evaluation. The 127 magazines studied were placed in class values from 1 to 10. Magazines which most librarians felt were of most educational value were given a class value of ten, next in importance nine, and so until those of least value were given a class value of one. Life received a class value of six, but was mentioned by only twelve of 200 librarians; Good Housekeeping also received a class value of six and was mentioned by 158 librarians; McCalls received a class value of two and was mentioned by 147 librarians, fifty-two of whom stated it was of little or no value. Saturday Evening Post received a class value of three and was mentioned by 150 librarians, thirty of whom said it was of no value. The American Magazine received a class value of four and was mentioned by only seventy-five librarians, six of whom said it was of no value and thirty-seven who said it was of some value. These magazines were also listed in the order of importance, the

¹⁶Walter Crosby Eells, "Scale for Evaluation of Periodicals for Secondary School Libraries," Wilson's Bulletin, 11: 668-673, June, 1937.

TABLE XVI
MAGAZINES REPORTED READ BY PARENTS
OF FAILING PUPILS

Names of magazines	Number	Rank
Good Housekeeping	30	1
Life	16	2
McCalls	15	3
Redbook	12	4
Look	11	5
Liberty	9	6
Southern Agriculture	8	7
American	7	9
Better Homes and Gardens	7	9
Time	7	9
Ladies Home Journal	6	12.5
Saturday Evening Post	6	12.5
True Story	6	12.5
Farmer's Journal	6	12.5
Colliers	5	16
Reader's Digest	5	16
Household	5	16
Fun Comics	4	19.5
Woman's Home Companion	4	19.5
Cosmopolitan	4	19.5
Popular Science	3	24
Western	3	24
Progressive Farmer	3	24
Click	3	24
Woman's World	3	24
Pictorial Review	3	24
Popular Mechanic	2	32
True Romance	2	32
Farmer's Wife	2	32
Farmer's Pride	2	32
Literary Digest	2	32
Modern Screen	2	32
Detective	2	32
Mother's Home Life	2	32
Farmer's Agriculture	2	32
Holland	2	32
Pathfinder	2	32
Movies	1	51.5

TABLE XVI (continued)

MAGAZINES REPORTED READ BY PARENTS
OF FAILING PUPILS

Names of magazines	Number	Rank
Love Story	1	51.5
Comfort	1	51.5
Country Gentlemen	1	51.5
Mercury	1	51.5
Forum	1	51.5
Boys' Science	1	51.5
Successful Farming	1	51.5
Shadow	1	51.5
Doc Savage	1	51.5
Child Life	1	51.5
Digest	1	51.5
Instructor	1	51.5
Black Mask	1	51.5
Parent-Teacher	1	51.5
Novel	1	51.5
Pic	1	51.5
Look Out	1	51.5
Miners	1	51.5
Christian Century	1	51.5
Movie Mirror	1	51.5
Religious Herald	1	51.5
Love and Romance	1	51.5
Country Home	1	51.5
Master Detective	1	51.5
American Life	1	51.5
Street and Smith	1	51.5
True Love	1	51.5
Not any	5	
Unanswered	79	

most valuable ones being listed first. Life was fifty-seventh on the list; Good Housekeeping, thirty-seventh; McCalls, one hundred and twenty-first; Saturday Evening Post, one hundred and eleventh; American, one hundred and seventh. Liberty, Look, Cosmopolitan, and Redbook were not among the magazines evaluated.

Table XVI shows magazines read by parents of failing pupils. Good Housekeeping and Life ranked first and second for the parents. The present study did not agree with that of Douglass' and Campbell's¹⁷ in that the most common magazines found were Good Housekeeping, Life, McCalls, Redbook, and Look. Tables XV and XVI reveal that Good Housekeeping and Life alternately held first and second place with both parents and pupils in this study.

Table XVII shows how many books were in the homes of these failing pupils and how many of these books were helpful to the pupils in preparing their lessons. Twenty-five homes did not have any books at all. Answers were not received from sixty-three homes. The number of books in the homes ranged from one in one home to three hundred in one home. Fifty-five homes stated that all the books included in the home library were of help to the pupils; five stated positively

¹⁷Douglass and Campbell, loc. cit., pp. 186-189.

TABLE XVII

NUMBER OF BOOKS IN THE HOME LIBRARY
AND A REPORT OF THEIR VALUE EDUCATIONALLY
TO THE PUPIL

Number of books	Frequency	Valuable			
		Yes	No	Some	Not stated
Not any	25				
Some	1			1	
Few	4	3	1		
Many	1	1			
1	1	1			
3	4	3		1	
4	1		1		
5	2		1	1	
10	6	3		1	2
12	7	4	1	2	
14	2	1	1		
15	3	3			
20	6	6			
21	1	1			
24	1			1	
25	7	5		2	
26	1	1			
28	1	1			
30	5	3		2	
36	1	1			
37	1			1	
40	3	2		1	
42	1	1			
50	5	3		2	
53	1	1			
60	2	2			
75	1	1			
83	1	1			
90	1	1			
100	1	1			
115	1			1	
150	2	2			
200	1	1			
275	1	1			
300	1	1			
Unanswered	63				
Totals	166	55	5	16	2

that the books were of no help; sixteen stated that some were of help; and two did not answer.

Douglass and Campbell¹⁸ found that twenty-one of the thirty-seven children studied came from homes which had no more than twenty-five books of any sort.

Attitudes. Tables XVIII and XIX show the attitudes of the pupils toward teachers under whom they failed and the attitudes of the teachers who had failing pupils. One hundred and fifty-nine, or 88 per cent, of the pupils liked the teacher even though they had failed in that teacher's class. However, two of the 159 pupils stated that they felt the teacher had mistreated them. Only two pupils disliked the teacher. One of these two also felt the teacher had mistreated him.

Table XIX shows that twenty-two of the twenty-nine teachers reporting stated that they analyzed their teaching methods when pupils failed in their classes. Thirteen of the twenty-nine felt that failure was the pupil's fault.

Table XX and XXI reveal the attitude of both parents toward teachers of the classes in which their children fail. Table XX contains the answers of the mothers. Fifty-one mothers did not blame the teachers but liked them regardless of the child's failing. Ten blamed the teacher. These are

¹⁸Ibid., pp. 186-189.

TABLE XVIII
ATTITUDE OF FAILING PUPILS TOWARD
THE TEACHER

Answers	Number	Per cent
Liked the teacher	159	88
Disliked the teacher	2	1.1
Felt the teacher had mistreated me	1	.5
Unanswered	19	10.4
Totals	181	100.00

TABLE XIX
ATTITUDE OF TEACHERS TOWARD
THE FAILING PUPILS

Answers	Number
Self-analysis concerning teaching methods	22
Felt it was the child's fault	13
Total	35*

*Six teachers of the twenty-nine reporting gave both answers.

some of the statements made by the mothers:

1. The teachers do not explain the lesson clearly.
2. They do not make the child study.
3. The child should be punished more by the teachers.
4. Teachers do not have enough patience with the children.
5. The teachers should visit the homes more.
6. The children should be encouraged more by the teachers.
7. The parents should be notified when the child fails.
8. I ask my child if he is getting justice.
9. It may be the child's fault because he does not study, and it may be the teacher's fault because the lesson is not explained clearly.

Eighteen mothers blamed the child. They stated that often the children did not study enough. Two mothers answered that they had no attitude whatsoever toward the teacher.

Table XXI reveals the attitude of the fathers.

Thirty-eight fathers did not place the blame on the teacher. One hundred and six did not answer. Some of the statements of the fathers were:

1. I do not feel any ill will toward the teacher, but I do feel that the children have traveled too fast and do not have any knowledge of the work over which

TABLE XX

ATTITUDE OF THE MOTHERS
OF THE FAILING PUPILS TOWARD THE TEACHER

Answers	Number
Do not blame the teacher	51
It is the teacher's fault	10
It is the child's fault	18
Visit the teacher	5
Did not have any attitude	2
Unanswered	86

TABLE XXI

ATTITUDE OF THE FATHERS
OF THE FAILING PUPILS TOWARD THE TEACHER

Answers	Number
Do not blame the teacher	38
It is the child's fault	7
It is the teacher's fault	7
Do not blame either	2
Talk with the teacher	2
Did not have any attitude	4
Unanswered	106

they have gone.

2. When I find my child has failed, I visit the teacher and try to find the cause and then cooperate with the teacher to remedy it.
3. I feel that the teachers should not fail the children because it makes them quit school.
4. The teacher should visit the homes more often.
5. The teacher often does not make the subject matter clear to the child.
6. My child does not have time to study because he has such a long distance to go to school.
7. I blame the teacher sometimes and the child sometimes.
8. The teacher should punish the child and make him study more.
9. The teacher should notify the parents when the child is failing.

One item included in the questionnaire of the parents was "What is your attitude toward the school?" The parents were asked to check one or more of seven points. Their answers are shown in Table XXII. The point "like to see the school progress" was checked by 117 parents. "Am interested in anything that is for the good of the school" was checked by one hundred of the parents. Only thirty-two of 166

TABLE XXII

ATTITUDE OF THE PARENTS OF THE
FAILING PUPILS TOWARD THE SCHOOL

Answers	Number	Rank
Like to see the school progress	117	1
Am interested in anything that is for the good of the school	100	2
Take part in activities that make for the better of the school	60	3
Visit the school at least once a year to attend classes in which my child is a member	32	4
Attend regularly the Parent- Teacher Association	28	5
Never visit the school	11	6
Not interested in the school	2	7
Unanswered	29	

parents ever visited the school at least once a year to visit classes in which their children participated, and twenty-eight attended Parent-Teacher Association. Two parents were not interested in the school.

Extra-curricular activities. The extra-curricular activities in which boys and girls participated are shown in Table XXIII. Most of the boys participated in Hi-Y Clubs and most of the girls participated in Girl Reserve Clubs. The totals were more than the actual number who took part in the study because fifty-three pupils participated in two or more activities a week.

Training of teachers. Table XXIV indicates the different subjects taught by the twenty-nine teachers during the school years 1936-1940 and whether or not they had had special training in teaching the subject. Over a period of four years these teachers had taught many different subjects, in some of which they had had special training in teaching. However, the table reveals that the largest percentage of the teachers had had special training in the subjects they teach.

The teachers were asked to state whether or not they would teach the same subjects which they had taught during the school years 1936-1940 if they had their choice. All of them stated that they would teach the same subjects. Two, however, gave exception to Latin, health, and general science.

TABLE XXIII

EXTRA-CURRICULAR ACTIVITIES ENGAGED IN
BY THE FAILING PUPILS

Activity	Minutes spent per week	Boys	Girls
Glee Club	15		2
	45	1	7
	90	4	3
	120		1
Athletics	45		2
	75	1	
	90	2	1
	210	1	
	225	5	
	300	1	
	360	2	
	450	16	
	480	1	
	500	1	
	600	2	1
Orchestra	675	1	
	750		1
	900	1	
Orchestra	60	2	
Girl Reserve or Hi-Y Club	30	11	20
	45	32	58
Literary Society	45	1	1
Department Clubs	45	3	18
Unanswered		20	16
Totals		108	131

TABLE XXIV

SUBJECTS TAUGHT BY TEACHERS
DURING THE SCHOOL YEARS 1936-1940

Subjects	Number of teachers	Special training		
		Yes	No	Some
English	9	7	2	
Social science	15	11	4	
Mathematics	13	9	3	1
Home economics	5	5		
Foreign language	6	6		
Industrial arts	3	3		
Agriculture	1	1		
Commerce	1	1		
Science	15	12	3	

Tables XXV, XXVI, and XXVII indicate what pupils, parents, and teachers did when the pupil was failing. Ranking first in answers given by pupils was "spend more time on the subject in which I am failing." "Try to find out why I am failing" ranked second in importance. Forty-one suggested stopping social activities. Fifty-six asked the teacher what could be done to keep from failing. There was a larger number of cases included because many of the pupils checked more than one point which was permissible.

Table XXVI indicates what the parents did. There were a number of points included and the parents were asked to check one or more. "Make the child study more" was checked

TABLE XXV

WHAT PUPILS DID WHEN
THEY FOUND THEY WERE FAILING

Answers	Number	Rank
Spend more time on the subject in which I am failing	127	1
Try to find out why I am failing	87	2
Ask the teacher what I can do to keep from failing	56	3
Stop some of my social activities	41	4
Ask some one other than a member of my family to help me	35	5
Ask my parents to help me	28	6
Ask my older brothers and sisters to help me	27	7
Become discouraged and stop studying	20	8
Not anything	6	9
Get angry with the teacher	3	10
Unanswered	9	

TABLE XXVI

WHAT PARENTS DID WHEN
THEIR CHILDREN WERE FAILING IN SCHOOL

Answers	Number	Rank
Make the child study more	107	1
Assist him with his work	47	2
See the teacher and try to find out how the child can be saved	36	3
Check up on his progress during the semester	33	4
Curtail his outside activities	32	5
Offer the child a reward for passing	31	6
Punish him	21	7
Not anything	6	8

by 107 parents. Forty-seven parents stated they would assist the child with his work. Thirty-six would see the teacher and try to find out how the child could be saved.

Table XXVII reveals what the teachers did when a pupil failed. Each teacher was asked to check one or more points. "Tell him he is failing and what he can do" ranked first with a total of twenty-four checking that point. "Find out why the pupil is failing and make adjustment" ranked second. Nineteen teachers would help the pupil with his work and seventeen would speak to the parents about the pupil. Fifteen would give supplementary work which would help the pupil.

TABLE XXVII

WHAT TEACHERS DID WHEN
THEY FOUND THAT PUPILS WERE
FAILING IN THEIR CLASSES

Answers	Number	Rank
Tell the child he is failing and what he can do to avoid it	24	1
Find out why he is failing and make adjustment	20	2
Help him with his work	19	3
Speak to parents about it and ask their help	17	4
Give supplementary work which will help the child	15	5

Health of pupils. According to the health records collected of these pupils, ninety-six, or 53 per cent, had poor health. Thirty-eight of these ninety-six suffered with infected tonsils and adenoids. Fifty-one of these had many diseases during the school year which caused irregular attendance. Some of these diseases were: typhoid fever, smallpox, diphtheria, rheumatism, and chickenpox. Two pupils were crippled, one from birth and one as a result of infantile paralysis.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

As a result of the data gathered during this study, the writer has come to the following conclusions:

There were more failures in mathematics and English than in any other subjects.

Failures in the vocational subjects were fewer than those in the academic ones.

More boys failed than girls.

The students who failed were almost as properly classified as those who did not fail. But the pupils who did not fail made higher scores on the Pressey Senior Classification Test than those who did fail.

Reading difficulties of the pupils was the main reason given by the teachers for failures.

The main reason given by the pupils themselves was that they did not spend enough time on the subject.

The amount of time the pupils spent at home preparing their lessons ranged from none to six hours, the median being two.

Eighty-four of the 181 pupils worked. Twenty-seven were NYA pupils whose hours were one hour a day to five hours

a day. Fifty-seven pupils did outside work with hours ranging from three hours a week to eighteen hours a week. Eleven of these eighty-four pupils were NYA workers and also worked outside of school.

One hundred and four of the pupils lived with their parents.

Twenty-five mothers and twenty-seven fathers had failed in school. One father had failed eight times and another father had failed four times.

The education of the parents was limited.

All of the fathers except three were non-professional workers. Not one mother was a member of the learned professional group. Thus, the financial security in these homes was low.

Neither the boys nor the girls had been influenced in their choice of occupation by the choice of their parents.

The pupils did not read the best educational magazines.

The best magazines were not read in the majority of the homes. Also the homes did not have many books of an educational value.

Pupils did not dislike teachers who failed them.

Teachers analyzed their teaching methods when pupils failed in their classes.

The parents retained a favorable, cooperative attitude toward the teacher in whose class their children failed.

One hundred and seventeen parents liked to see the school progress, but only thirty-two ever visited the school.

These pupils participated in various extra-curricular activities. Fifty-three pupils participated in two or more activities a week.

The teachers had had special training in teaching the subjects they had taught during the school years 1936-1940. All except two teachers liked to teach what they were teaching.

One hundred and twenty-seven pupils spent more time on a subject when they found they were failing.

Twenty-four of the twenty-nine teachers told the pupil when he was failing and what he could do to avoid it.

One hundred and seven parents made the child study more when he was failing.

Ninety-six or 53 per cent of the pupils who failed had poor health.

Conclusions

After compiling and carefully studying the various data collected in this study, the writer made the following generalizations concerning failures:

There were more failures in mathematics and English than in any other subjects.

There were more failures in academic subjects than

in vocational subjects.

More boys failed than girls.

The causes of failure are:

Reading difficulties on the part of the pupil.

Irregular attendance caused in part by poor health.

Lack of proper reading materials.

Lack of cultural background due in part to certain home conditions, such as, lack of one or both parents in the home, lack of parental education, and lack of financial security.

Lack of study on the part of the pupil.

Too much outside work engaged in by the pupils.

Too many extra-curricular activities participated in by the pupils.

Recommendations

From the conclusions the writer would suggest the following recommendations:

The schools should have a better remedial and diagnostic reading program.

The pupils should not engage in so much outside work.

There should be more supervised study.

Methods in the teaching of English and mathematics should be better adapted to the needs and interest of the pupils.

More emphasis should be placed on the care of the physical well-being of the pupils.

The pupils should have access to better library facilities.

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APPENDIX

QUESTIONNAIRE FOR PUPILS

1. Name _____
2. Present Age _____
3. How much time do you spend preparing your lessons at home? _____
4. How much time do you spend preparing your lessons at school? _____
5. What is your attitude toward a teacher of a class in which you fail?(Check one or more of the following):
 - a. Feel that the teacher has mistreated me ()
 - b. Dislike the teacher ()
 - c. Like her (or him) even though I have failed()
6. What do you do when you find out you are failing?(Check one or more of the following):
 - a. Not anything ()
 - b. Become discouraged and stop studying ()
 - c. Spend more time on the subject in which I am failing()
 - d. Get angry with the teacher ()
 - e. Try to find out why I am failing ()
 - f. Ask the teacher what I can do to keep from failing ()
 - g. Stop some of my social activities as movies, parties, etc.()
 - h. Ask my parents to help me ()
 - i. Ask my older brothers and sisters to help me ()
 - j. Ask some one other than a member of my family to help me ()
7. Check one or more of the reasons below why you think you fail:
 - a. Did not concentrate enough ()
 - b. Did not understand assignments ()
 - c. Subject too advanced ()
 - d. Subject too difficult ()
 - e. Did not get my lessons ()
 - f. Laziness ()
 - g. Was not interested in the subject ()
 - h. Did not spend enough time on subject ()
 - i. Did not have enough background ()
 - j. Wasted my time ()
 - k. Played or read too much ()
 - l. Any other reason not given, list below

8. With whom do you live? _____
9. Do you do any outside work? Yes () No ()
10. If so, how many hours do you work? _____
11. Do you work after school? Yes () No ()
12. Before school? Yes () No ()
13. Are you an NYA student? Yes () No ()
14. If so, how many hours a day do you work? _____

QUESTIONNAIRE FOR PUPILS (continued)

15. Do you have a quiet and comfortable place at home where you can study? Yes () No (). 16. Opposite the name of each extra-curricular activity in which you take part check how much time is spent in each:

EXTRA-CURRICULAR ACTIVITIES	TIME SPENT PER WEEK
1. Glee club(boys', girls', or mixed)	
2. Orchestra	
3. Athletics	
4. Department clubs, as French club, Home Economics club, English club, etc.	
5. Girl Reserve or Hi-Y Club	
6. Literary Society	
17. What occupation have you chosen for your life's work?	
_____	18. What magazines do you read? _____

19. My health is: (Check the correct one)

- a. Excellent ()
- b. Good ()
- c. Fair ()
- d. Poor ()

20. Since I have been in high school, I have attended regularly. Yes () No ().

21. How many years have you been in high school? (Include this school year) _____

22. What is your classification this year?(Check the correct one)

- a. Freshman ()
- b. Sophomore ()
- c. Junior ()
- d. Senior ()

23. (Pupils will not fill the following)

SUBJECTS FAILED

SUBJECTS PASSED

QUESTIONNAIRE FOR TEACHERS

1. Check the reasons why you think pupils fail in your classes:

A. Physical factors

1. Poor health ()
2. Illness ()
3. Defective vision ()
4. Underweight ()
5. Defective speech ()
6. Slow physical development ()

B. Social and Emotional factors

1. Poor attendance ()
2. Poor home conditions ()
3. Mischievousness ()
4. Lack of ambition ()
5. Timid ()
6. Inattentive ()
7. Lack of interest ()
8. Lack of effort ()
9. Poor social adjustment ()
10. Carelessness ()
11. Daydreams ()
12. English poor ()
13. Enunciation poor ()
14. Lack of application ()
15. Poor attitude ()
16. Poor concentration ()

C. Mental and Scholastic factors

1. Slow to learn ()
2. Low mentality ()
3. Reading difficulties ()
4. Brothers and Sisters slow ()
5. Subject too difficult ()
6. Unable to follow directions ()
7. Poor memory ()
8. Mechanical minded ()

2. List below the subjects that you have taught for the school years 1936-1940 and opposite each subject state whether or not you have had special training in teaching each subject.

SUBJECT	SPECIAL TRAINING (yes, no)
(a) _____	(a) _____
(b) _____	(b) _____
(c) _____	(c) _____
(d) _____	(d) _____
(e) _____	(e) _____
(f) _____	(f) _____

QUESTIONNAIRE FOR TEACHERS (continued)

3. What is your attitude toward the children who fail in your classes? (Check one or more of the following):

- (a) Not interested in the child()
- (b) Feel that it was the child's fault ()
- (c) Self-analysis concerning teaching methods ()

4. What do you do when you see that a pupil is failing? (Check one or more of the following):

- (a) Decide he is too "dumb" to learn and do nothing? ()
- (b) Help him with his work ()
- (c) Tell him he is failing and what he can do to avoid it ()
- (d) Give supplementary work which will help the child()
- (e) Find out why he is failing and attempt to make adjustment if it is in reach of the school ()
- (f) Speak to parents about it and ask their help()

5. If you had your choice, would you teach the subjects you have taught during the school years 1936-1940? (Answer Yes or No) _____.

QUESTIONNAIRE FOR PARENTS

1. Father's name _____
2. Mother's name _____
3. Number of children of school age in the family _____
4. List below what magazines are read in the home _____
5. How many books do you have in your home library (approximate) _____. 6. Are these books of the kind that will aid your children in getting their school work? _____. 7. About how much time each day does your child devote to study at home? _____. 8. Do you assist him with his work? _____
9. Do you know when your child is failing in a subject? _____
10. Do you know when your child has failed in a subject? _____
11. If your child is failing or fails in a subject, what do you do about it? (Check one or more of the following):
 - (a) Not anything ()
 - (b) Curtail his outside activities, as going to shows, parties, etc. ()
 - (c) Make the child study more ()
 - (d) Check upon his progress during the semester ()
 - (e) Assist him with his work ()
 - (f) See the teacher and try to find out how the child can be saved ()
 - (g) Offer the child a reward for passing ()
 - (h) Punish him ()
12. Both father and mother answer the question in the proper place.
 - A. FATHER: (1) Did you ever fail in school? _____ (2) If so, how many times? _____ (3) Check the one that fits your case:
 - (a) I went as far as the _____ grade in school.
 - (b) I graduated from the eighth grade _____.
 - (c) I graduated from high school _____.
 - (d) I attended college for _____ years.
 - (e) I graduated from college after attending _____ years.
 - B. MOTHER: (1) Did you ever fail in school? _____ (2) If so, how many times? _____ (3) Check the one that fits your case:
 - (a) I went as far as the _____ grade in school.
 - (b) I graduated from the eighth grade _____.
 - (c) I graduated from high school _____.
 - (d) I attended college for _____ years.
 - (e) I graduated from college after attending _____ years.
13. Mother's occupation _____. 14. Father's occupation _____.

QUESTIONNAIRE FOR PARENTS (continued)

15. What is your attitude toward the teacher of the class in which your child fails? (Both parents answer below in the proper place)

FATHER:

MOTHER:

16. Do you let the child know how you feel about the teacher?

17. Does your child have a regular time to study _____

18. Does he have a place that is quiet and comfortable where he will not be disturbed while preparing his lessons? _____

19. What is your attitude toward the school?(Check one or more of the following):

- (a) Not interested in the school ()
- (b) Like to see the school progress ()
- (c) Am interested in anything that is for the good of the school ()
- (d) Never visit the school to see what is going on ()
- (e) Visit the school at least once a year to attend classes in which my child is a member ()
- (f) Attend regularly the Parent-Teacher Association ()
- (g) Take part in activities that make for the better of the school ()

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